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ABSTRACT

The housing and home furnishings guide, part of a consumer and homemaking education unit, was developed in a 3-week curriculum workshop at Winthrop College in June 1972. The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The purpose of the material is to develop an awareness in which the home and its furnishings contribute to a satisfying life through fulfillment of individual and family goals. The grade 9 basic unit and grade 10 advanced unit consider various aspects of housing and home furnishings. The semester unit, grades 10-12, examines integration of housing selection factors, financial and legal aspects, house plan evaluation, home furnishings, physical care, and career opportunities in housing and home furnishings. Under each concept, three columns list behavioral objectives, learning and evaluation experiences, and teaching resources. (AG)

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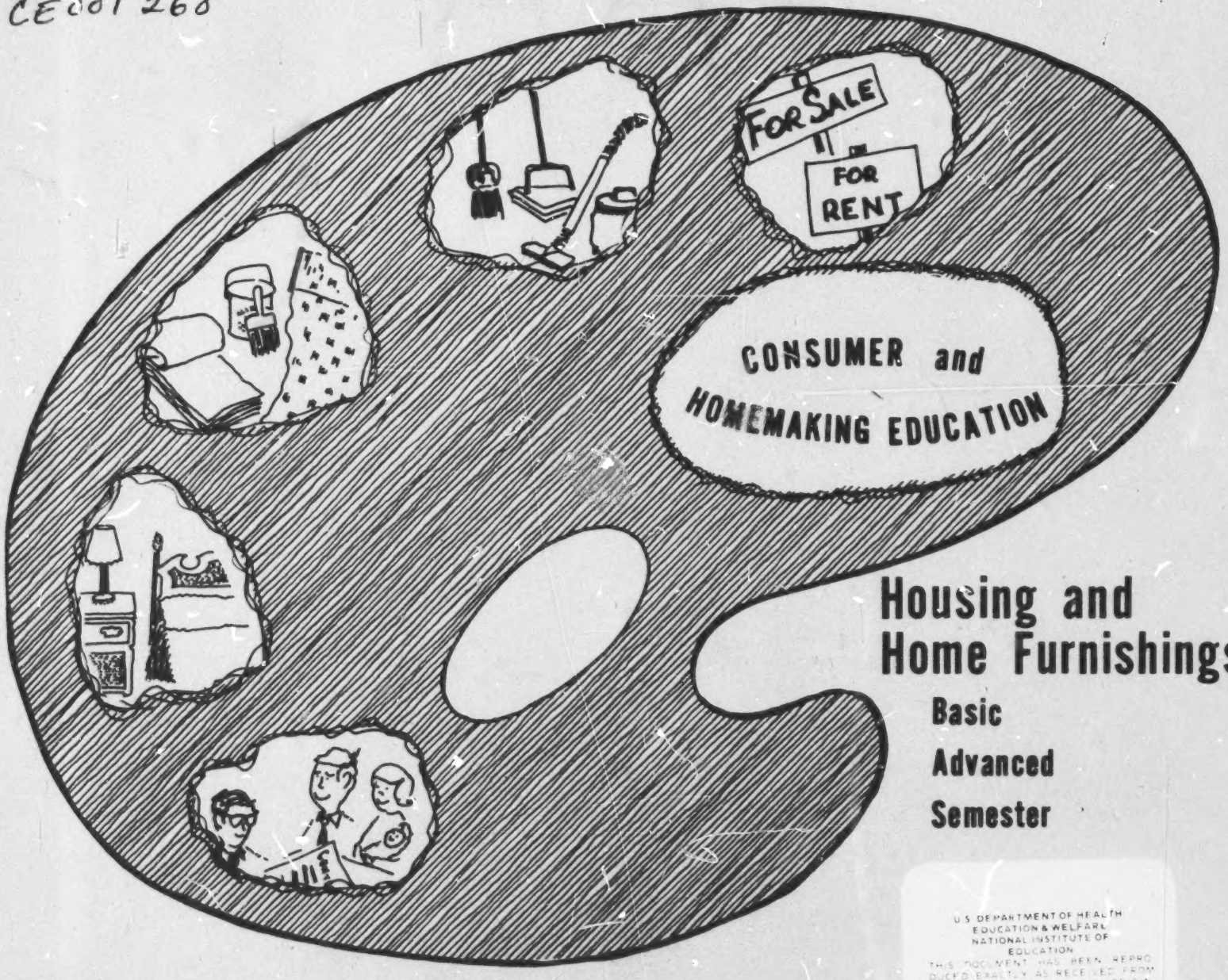

Housing and Home Furnishings

Basic

Advanced

Semester

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Housing and Home Furnishings Curriculum Guide

Draft

Basic Unit

Advanced Unit

Semester Course

Prepared by:

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Consumer and Homemaking Education Section
Columbia, South Carolina 29201

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Use of the Guide

The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The curriculum resource materials serve as the instructional program for all students and are a beginning point for the teacher in planning for the learning of students who may as a group not represent the norm, and who as individuals will reflect a range including both sides of the norm.

With a variety of students in a classroom, it seems imperative for the teacher to develop a plan for learning based upon a prior assessment of the performance status of students relative to the objectives specified. Pre-testing of students and cooperative planning, in relation to objectives and learning experiences are recommended for the homemaking teacher. Many group teaching-learning experiences may be necessary within the classroom but some learners will require individual objectives and learning experiences which may be provided for in numerous ways, including independent study, use of self-paced learning packages, programmed materials, paired-learner teams, and learning contracts.

As the teacher becomes skilled in providing for the individual learning needs of a few learners in each class, she can extend individualization to other learners in a given class. A basic part of the task is for learners to become increasingly independent and self-directive in their own learning which can be achieved only through experience. Both teachers and learners have to learn to function in their respective roles in the process, but the teacher is responsible in educating herself regarding the premises and strategies for individualizing instruction.

Since a basic principle of learning is to start where the learner is, the teacher can be viewed as a learner in seeking methods to individualize instruction. Prior experiences with clothing construction activities, home experiences, cooperative planning, and FHA activities can be analyzed as methods for meeting individual needs. A comparison of the analyses with guidelines from the literature on individualizing instruction may help to decide upon a first step. Taking one step at a time is much more feasible for both teacher and students than is a total immersion into a new change in behavior all at once.

Behavioral Objectives:

Educational objectives are specifications of behavior outcomes or post-instructional behavior sought as a result of teaching-learning experiences. Behaviors sought include a range of intellectual or cognitive behaviors, feeling or affective behaviors, and doing or psychomotor behaviors.

By definition, educational objectives must have two components: behavior, and content or context about which or within which the behavior is. When the objectives are made operational for the instruction of an individual learner or of a given group of learners by a given teacher, two other components may be added to give precision to an objective. The two additional components are the conditions in which the learning is to be demonstrated and standards of performance to be achieved

Making an educational objective operational also calls for stating the behavior component in action terms or in verbal or non-verbal observable behavioral terms. For example, "Know sources of vitamin C" is made operational when it is specified as "List sources of vitamin C" or "State sources of vitamin C." The act of listing or stating is an observable evidence of knowing. Another condition of the educational objective is that it be stated in reference to the learner. It is understood that an objective which states "Determines the best buy among three different size boxes of X brand detergent" means that the learner is to determine the best buy.

The objectives in the following curriculum materials are written in behavioral terms but are not fully operational since conditions and performance standards are not specified. The overall or terminal objectives stated for the major concept areas are supported by selected enabling objectives. Teachers may make the enabling objectives fully operational by structuring the conditions in which the learning will be demonstrated and the criteria or standard for successful performance. For example, the objective column might read "Evaluate house plans." Since evaluation involves use of relevant criteria to a situation, the teacher must establish the situation or condition. A possible condition might be specified as "Given three house plans and a description of the Burton family and using the criteria established in class, . . ." The next step is to state the observable behavior. In this example, "select" seems appropriate. The objective in complete form may read:

Given three house plans and a description of the Burton family, select the best house plan for the Burtons using the criteria established in class. State the basis for choice relative to each criterion.

Success in this example is the performance of the task as specified.

Learning Experiences:

A learning experience is the activity engaged in by the learner to learn. Learning occurs only through learner experience and through reflection upon the experience. The selected learning experiences in these materials are written with this premise in mind. The teacher can look at the learning experiences and determine her role as facilitator of the students' experiencing so that they may learn. For instance, a learning experience reads "Analyze a supply of pictures of housing . . ." The teacher's task is to provide a supply of pictures that represents the range of qualities for which the pictures are to be analyzed.

Interest Approaches

An "interest approach" or motivational device is a teaching technique which serves to establish a classroom climate conducive to learning. The interest approach is a brief learning activity for a daily lesson which serves to introduce the topic of the lesson and establish a positive emotional climate. An interest approach is not the main learning experience and is not intended to teach a concept, but rather to set the stage for learning.

Knowledge of the multiple, diverse nature of adolescents indicates that a teacher cannot expect a student to come into the classroom from immediately prior activities and be mentally and emotionally prepared to participate in particular learning experiences. Students do not come into classrooms from a sterile vacuum but they come from homes, classrooms, libraries, and/or from other environments of intimate relationships. Their experiences run the gamet of positive to negative, compelling to repelling, or exciting to boring. It is the responsibility of the teacher to attempt to establish a common focus and a climate within the classroom to facilitate learning the objectives for the daily lesson.

The technique of the interest approach not only serves to provide a mutual climate of interest and thought for the classroom but the technique should elicit participation by all class members. A shy, reticent student often learns to participate in groups through an interest approach activity even though the student would not pariticpate in a learning experience.

Examples of interest approaches are as follows:

1. Family Life Education: One Minute Role Play With Unfinished Ending.

   Two Students. Teacher established setting.
   First Student: "Elaine, I thought you and Bill went steady. Why is he sitting in the lunchroom with Jackie?"
   Second Student: "He better NOT be! Wait until I see him! I'll . . ."
   Class completes sentence.

2. Home Furnishings: Work Simplication.

   Ask each student to slide to front of desk, slide to right side, to left side, and back to original position. Thank them for helping to use management principle and dust twenty (substitute class number) chairs quickly.

3. Consumer Education: Case Problem.

Secure a month's canceled checks of individual. Read to whom and amount for which check was written and for what purpose. Students describe persons who wrote check regarding sex, age, education, employment, marital status, etc.

4. Child Development: Toss Ball.

Students stand. Ask a question. Toss ball. Student who catches ball answers questions; student asks another question and tosses to another student to answer. Students are alert since it is not known to whom the ball is to be thrown. Good review since student must answer one question and ask another one.

Other suggestions which may apply to many content areas and may be adapted for use in a variety of methods are as follows: tasting parties, crossword puzzles, magic squares, word sentences, equipment tray, connect-the-dot pictures, poems, short stories, cartoons, ink dot identification, paper item construction, scavenger hunt, slides, dress costume, hat parade, altered Bingo games, altered Scrabble games, developmental collage, questions taped under chairs, price guessing, surprise box, mobile construction, spelling bee; maze, incomplete story, and problem-solving case study.

An interest approach is most likely to establish a classroom climate conducive to learning if . . .

. . . it is of short duration.

. . . it involves every class member.

. . . it is a pleasant and interesting activity.

. . . it introduces the topic of the daily lesson.

. . . the teacher is enthusiastic and energetic about the idea.

Estimated Length of Units and Courses

Consumer and Homemaking Education for Secondary School

Area	Basic Unit Grade 9	Advanced Unit Grade 10	Semester Course Grades 10, 11, and 12
Career Opportunities	2	3	--
Child Development	6	-	18
Clothing and Textiles	8	8	18
Consumer Education	-	4	18
Family Health	-	3	--
Family Life Education (Personal and Family Relationships)	7	4	18
Foods and Nutrition	8	8	18
Housing and Home Furnishings	5	6	18
Total Weeks	36	36	

Housing and Home Furnishings

Rationale

Housing and interior design are man's means of modifying the environment to meet his physical needs for comfort and safety, his psychological needs for self-actualization, security, and perpetuation of cultural values, and his social needs for status and interaction with people.

Since families have universal needs for housing and varying methods of implementing the needs, the Housing and Home Furnishings curriculum is offered to broaden the understanding of youth in the selection, financing, care, and use of housing, home furnishings, and equipment. The purpose of the material is to develop an awareness in which the home and its furnishings contribute to a satisfying life through fulfillment of individual and family goals. The home and its furnishings represent one of the largest and most continuous financial investments of the family and affect choices and decisions in relation to both immediate and future goals. A balance must be maintained between emphasis of the home's beauty and attractiveness and that of function, efficiency and sound management. The home environment also reflects social, economic, cultural, and technological changes which affect changes in those aspects of society.

The concern of teenagers of the seventies leads them to be interested in their environment. Considering the interest, the emphasis in the curriculum material is placed on the individual in early adolescence, the family in middle adolescence and the community in late adolescence. The assumption is made that the concepts for early adolescence are the building blocks for middle and late adolescence. Depending upon the maturity level and interests of the students involved, the teacher may select the concepts to emphasize.

Conceptual Framework - Housing and Home Furnishings

Basic 5 Weeks	Advanced 6 Weeks	Semester
I. Influential factors of housing A. Values B. Personality C. Resources 1. Human 2. Material 3. Family members 4. Outsiders	I. Family housing needs A. Physical B. Psychological C. Social	I. Integration of housing selection factors A. Values, standards, and goals of family members B. Stages in family life cycle C. Money available D. Local housing market E. Occupations and interests of family members F. Community services G. Physical aspects of lot
II. Home living A. Activities 1. Individual's room 2. Other rooms B. Room sharing C. Design principles 1. Room arrangements 2. Furniture selection D. Storage	II. Types of housing A. Room B. Apartment 1. Efficiency 2. Cooperative 3. Condominium C. Duplex or town house D. Mobile home E. Single dwelling	II. Financial and legal aspects A. Renting B. Buying C. Building D. Remoldeling
III. Home management procedures A. Housekeeping techinques B. Appliance and equipment usage C. Safety measures 1. Precautions 2. Simple repairs	III. Physical aspects of housing A. Home site 1. Zoning 2. Drainage 3. Services availability 4. Exposures 5. House to lot relationship B. Construction 1. Planning assistance 2. Design 3. Materials 4. Plumbing, wiring and temperature control	III. House plan evaluation A. Blueprint reading B. Space utilization 1. Traffic patterns 2. Furnishings arrangement 3. Work simplification 4. Storage
		IV. Home furnishings A. Window, floor and wall treatments B. Lighting sources C. Furniture

Conceptual Framework - Housing and Home Furnishings

Basic 5 Weeks	Advanced 6 Weeks	Semester
IV. Introduction to housing and home furnishings careers	5. New trends C. Floor plan IV. Costs of housing A. Rental B. Ownership C. Equipment and furnishings D. Utilities E. Additional V. Aesthetic and functional factors in housing design A. Interior 1. Furnishings 2. Background treatment 3. Lighting 4. Space utilization B. Exterior 1. Space utilization 2. Landscaping VI. Care and maintenance of home and furnishings	D. Accessories E. Major appliances F. Small equipment G. Tableware H. Household linens V. Physical care A. Work simplification B. Task schedules C. Housekeeping skills VI. Career opportunities in housing and home furnishings

Housing and Home Furnishings

Basic Unit

Grade: 9

Estimated Length Of Unit: 5 Weeks

Concepts:

I. Influential factors of housing

- A. Values
- B. Personality
- C. Resources
  1. Human
  2. Material
  3. Family members
  4. Outsiders

II. Home living

- A. Activities
  1. Individual's room
  2. Other rooms
- B. Room sharing
- C. Design principles
  1. Room arrangements
  2. Furniture selection
- D. Storage

III. Home management procedures

- A. Housekeeping techniques
- B. Appliance and equipment usage
- C. Safety measures
  1. Precautions
  2. Simple repairs

IV. Introduction to housing and home furnishings careers

CONCEPTS: Influential Factors of Housing

OVERALL OBJECTIVES: Demonstrate the ability to comprehend methods for meeting human needs through housing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Write five specific methods by which selected values are fulfilled through housing.	View filmstrip. Discuss the value of beauty. List the items which you found beautiful on the worksheet provided. After completing your list, discuss your choices with the class. Answer the question, "How would my ideas of beauty be expressed in a house?"	Filmstrip: J. C. Penny Co., Inc., What is Beauty? (Worksheet provided with filmstrip kit for reproducing) Barclay and Champion, Teen Guide to Homemaking, 2nd. ed., p. 6.
	Analyze pictures of housing interiors and exteriors. List qualities of housing represented in the pictures that are important to you.	Magazine pictures. Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 25-27, 55.
	Participate in buzz groups to develop a definition of values, including factors in living that are important to a small child, to a teenager and to adults. Discuss definitions. Compose functional definition of values. Describe in writing methods for fulfilling the following values through housing: 1. Health 2. Beauty 3. Privacy 4. Security 5. Religion 6. Economy 7. Convenience 8. Comfort 9. Friendship 10. Autonomy	McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I pp. 16-17.

CONCEPTS: Influential Factors of Housing

OVERALL OBJECTIVES: Demonstrate the ability to comprehend methods for meeting human needs through housing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	11. Freedom 12. Efficiency 13. Status 14. Order 15. Creativity	
Identify basic personality needs that are common to all human beings and those needs that are unique in a family situation.	Write a skit showing the interaction of two family members as the scene may actually exist. Analyze personality differences and ways in which they can be satisfied by different housing features.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 42-57 McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, pp. 25-44. Cross, Introductory Homemaking, pp. 214-219.
	Discuss characteristic needs of teenagers and what impact the physical aspects of housing can have on these needs.	
Write three specific resources which influence housing choices.	Read from selected references to develop a definition of resources. Discuss definitions. Compile a list of resources.	Barclay, et al., Teen Guide to Homemaking, 2nd ed., pp. 204-206. 3rd ed., pp. 26-27.
	Compose a chart of resources available to you and describe the use of each in meeting housing needs.	McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, pp. 332-333.

CONCEPTS: Influential Factors of Housing

OVERALL OBJECTIVES: Demonstrate the ability to comprehend methods for meeting human needs through housing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Prepare an interview questionnaire and administer it to someone who has recently established a home. Discuss the resources that were used to provide for household needs.	
	Construct a bulletin board of a "tool box", showing resources as "tools". "Tools" may be knowledge, skills, training, money, time, energy, etc.	Bulletin board materials.

CONCEPTS: Home Living

OVERALL OBJECTIVES: Demonstrate comprehension of the contribution of interpersonal relationships, management practices, and application of design principles to a satisfying home life.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View the filmstrip, Basic Decorating. For each of the first nine frames, list the variety of activities that could take place in the room.	Filmstrip: Home Furnishings Council, Basic Decorating, Frames 1-9.
Identify activity zones in houses.	View transparencies of floor plans. Use grease pencils to identify each activity zone: 1. Rest 2. Storage 3. Work 4. Recreation 5. Entertaining Discuss traffic lanes, entrances and provisions for various activities.	Transparencies of floor plans.
Evaluate the adequacy of a floor plan for a given family.	After reading a selected reference, evaluate the adequacy of your room and suggest improvements to better meet your needs.	Magazine: Seventeen, "Room for New Ideas", January 1972, p. 82.
	Compile a plan for improving furnishings in your room, or the room you share, to provide for your activities. Report to the class.	Barclay and Champion, Teen Guide to Homemaking, 2nd ed., pp. 218-225. McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, p. 96.
	Given a picture and floor plan of a room and a case description of the person to whom the room belongs, analyze the adequacy of the room to meet the individual's needs using management practices, relationships, and aesthetic factors as guidelines.	Magazine pictures and floor plans.

CONCEPTS: Home Living

OVERALL OBJECTIVES: Demonstrate comprehension of the contribution of interpersonal relationships, management practices, and application of design principles to a satisfying home life.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Summarize methods to show consideration in sharing rooms with other family members.	Participate in buzz groups to discuss the needs and desires of different aged persons with whom you share a room. Report to the class on the discussion. Summarize reports of each group.	McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, pp. 32-36.
	Role play situations illustrating problems encountered and possible solutions in sharing a room.	
	Discuss possibilities for personality characteristics to be expressed by using unified decoration or divided room decorations. Present illustrations for discussion.	Illustrations of shared rooms which express different personality characteristics.
	View and discuss the filmstrip, Basic Decorating. Draw a floor plan of your room. List points you dislike about the present furniture arrangement.	Filmstrip: Home Furnishings Council, Basic Decorating. Begin with frame "Let's start with a plan."
State guidelines for arranging furniture.	Read selected reference. In class discussion, compile a set of guidelines for arranging furnishings.	Bulletin: Smith, The Co-ed Decorating Book, pp. 20-29.
	Given a floor plan of a room and pictures of scaled furnishings, arrange the room to be functional, convenient, and safe. Write your reasoning for each of the three criteria's influence on furniture placement.	Floor plan and pictures of scaled furnishings.
	Draw a floor plan of your room and arrange the furnishings to be functional, convenient, and safe.	

CONCEPTS: Home Living

OVERALL OBJECTIVES: Demonstrate comprehension of the contribution of interpersonal relationships, management practices, and application of design principles to a satisfying home life.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify application of design principles in furnishings.	After reading selected references, list the principles of design. Collect pictures of interiors from magazines which illustrate each of the design principles. View the filmstrip, Basic Decorating. After you view the frame on hue/value/chroma, experiment with colors by combining and blending water colors to discover contrasting and coordinating colors. View the remainder of the filmstrip which deals with the application of color coordination to room decorating. As a class project, construct an inexpensive accessory item for your room applying the principles of design. Describe in writing several functional items for the home that can be made from inexpensive or free materials. List the materials to be used.	Barclay and Champion, Teen Guide to Homemaking, 2nd ed., pp. 209-214. Bulletin: Smith, The Co-ed Decorating Book, pp. 30-38, 82-93. Display of inexpensive accessories and furnishings for a girl's room, such as: lamp shades, desk accessories, special weaving, crewel work decorated trash cans, and simple furnishings from melon crates, apple crates, nail kegs, and boards and bricks. Barclay and Champion, Teen Guide to Homemaking, 3rd ed., p. 156.

CONCEPTS: Home Living

OVERALL OBJECTIVES: Demonstrate comprehension of the contribution of interpersonal relationships, management practices, and application of design principles to a satisfying home life.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Pamphlet: Columbus Coated Fabrics Company, Easy Projects with Columbus Lintex Vinyl Cloth.
		Favorite Recipes Press, Do It Yourself Home Decorating Ideas.
Describe specific methods of increasing storage adequacy.	Make a list of all the items commonly stored in a girl's room.	
	Given an illustration of a storage area in a bedroom and a description of items to be stored, plan the storage space. State reasons for the decisions made.	Illustrated storage area pictures. Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 156-157. 2nd ed., pp. 221-225.
	After reading selected references, use the list you compiled earlier to group like items together according to frequency of use. Formulate ideas as to location in the room for storing the items.	Sonet and Morris, The Seventeen Guide to Decorating for One Room Living, pp. 140-154.
		McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, pp. 115-118.
	Investigate storage aids that are available in your shopping area and present findings to the class with suggestions as to how each can be used to improve storage facilities. Consider costs of storage aids and compare with similar articles that could be made.	Display of varied storage aids that are available for purchase and some that can be constructed.

CONCEPTS: Home Living

OVERALL OBJECTIVES: Demonstrate comprehension of the contribution of interpersonal relationships, management practices, and application of design principles to a satisfying home life.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Example: Skirt hangers with pressure clips vs. coat hangers with clothespins. Evaluate the storage areas in your room and determine where improvement is needed. Rearrange the storage areas and prepare a report of the changes made and why. Participate in a committee to develop a report identifying how an orderly room contributed to the following: 1. Minimum of frustration. 2. Purposeful activity. 3. Ease in decision making. 4. Conservation of time and energy.	Cross, Introductory Homemaking, pp. 220-227.

CONCEPTS: Home Management Procedures

OVERALL OBJECTIVES: Demonstrate ability to use and care for furnishings and equipment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	After investigating several sources, compile a list of housekeeping tasks. Study a particular task and demonstrate procedures for simplifying it.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 167-193. McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, pp. 118-132. Ludwig, The Bissell Guide to Housekeeping for Young Homemakers. Pamphlet: Hoover Home Institute, Home Care Helps.
	View filmstrip to obtain hints on easiest methods for housekeeping tasks.	Filmstrip: Home Furnishings Council, Maintenance of Home Furnishings.
Demonstrate use and care of selected appliances.	After studying "use-and-care" booklets on selected appliances, demonstrate and explain the use and care of a particular appliance.	"Use-and-care" booklets and appliances from utility companies. South Carolina Association of Future Homemakers of America Handbook: "Electrical Projects".

CONCEPTS: Home Management Procedures

OVERALL OBJECTIVES: Demonstrate ability to use and care for furnishings and equipment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View pictures of appliances on opaque projector and discuss the term "laborsaving" in connection with each. List the appliances you would choose as necessities and those which would be luxuries. Give reasons for the choices made. Discuss possible changes in the list if you had limited resources of time, of time and money, of money, or of energy.	Bulletin: Sears, Portable Appliances, Their Selection, Use and Care. Pamphlet: Scholastic Magazines, Inc., Better Buymanship Series. Home Furnishings.
Perform selected housekeeping tasks as recommended.	Perform the following housekeeping tasks according to recommended procedures. 1. Vacuuming, with and without attachments 2. Dusting 3. Wet mopping 4. Polishing furniture 5. Cleaning porcelain fixtures 6. Cleaning mirrors and windows State work simplification procedures. Given a list of household appliances, describe the principles involved in their use and care. Given a time period of two hours and a case study of a family's daily routine and house description, write a schedule for accomplishing the six identified household tasks. Describe the principles involved in the use and care of the following appliances. 1. Vacuum cleaner 2. Hair dryer 3. Record player 4. Radio	

CONCEPTS: Home Management Procedures

OVERALL OBJECTIVES: Demonstrate ability to use and care for furnishings and equipment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	5. Electric curlers 6. Lighted make-up mirror 7. Iron 8. Television set Bring newspaper clippings or write about an experience which occurred in your home telling how the lack of safety was involved in the use of home equipment. Discuss methods by which this incident could have been avoided.	
Detect potential home safety hazards.	Review safety procedures by reading. Compile a list of safety measures to be posted in your home.	Barclay and Champion, Teen Guide to Homemaking, 2nd ed., p. 226, 3rd ed., pp. 158-159.
	Prepare posters of safety measures to be placed on school or classroom bulletin boards.	
	Given a list of hazards of trouble spots that could cause accidents, state the reasons for the hazards and suggest solutions for reducing the hazards.	
Make simple home repairs.	Repair an electric cord as a class experience as a home economist from a utility company presents a demonstration.	Utility home economist.

CONCEPTS: Introduction to Housing and Home Furnishings Careers

OVERALL OBJECTIVES: Identify career opportunities and requirements for employment in housing and home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe available career opportunities in the field of housing and home furnishings.	After reading selected references, present a short job description, omitting the job title, and have the class members guess the profession. Compile a list of job opportunities in housing and home furnishings available in your community. Interview guest speakers or persons who are employed in housing and/or home furnishings related occupations. Summarize interview for class report. Develop a career notebook which includes information in regard to training required, employment opportunities, conditions of employment, salary, etc. 1. Home furnishings buyer and coordinator. 2. Salesperson in furniture department. 3. Demonstrator of appliances. 4. Drapery or slipcover seamstress. 5. Housing and home furnishings teacher. 6. Interior designer.	Bulletin: Smith, The Co-ed Decorating Book, pp. 114-124. Hoeflin, Careers in Home Economics. Pamphlet: Mills, Home Economists in Action. Phillips, Home Economics Careers for You. Spencer, Exciting Careers for Home Economists.

CONCEPTS: Introduction to Housing and Home Furnishings Careers

OVERALL OBJECTIVES: Identify career opportunities and requirements for employment in housing and home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	7. Housekeeper for a hotel, motel, hospital, or apartment building. 8. Architect 9. Florist shop manager-owner	

Do not
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Resources for Housing and Home Furnishings

Basic Unit

Books:

Barclay, Marion and Frances Champion. Teen Guide to Homemaking, 2nd ed., New York: Webster Division, McGraw-Hill Book Co., 1967.

Barclay, Marion, Frances Champion, Jeanne Brinkley and Kathleen Funderburk. Teen Guide to Homemaking, 3rd ed., New York: Webster Division, McGraw-Hill Book Co., 1971.

Cross, Aleene. Introductory Homemaking. Philadelphia: J. B. Lippincott Co., 1970.

Hoeflin, Ruth. Careers in Home Economics. Toronto: The MacMillan Co., 1970.

Ludwig, Amber. The Bissell Guide to Housekeeping for Young Homemakers. New York: Bantam Books, 1967.

McDermott, Irene and Florence Nicholas. Homemaking for Teenagers. Book I, 6th ed., Peoria: Charles A. Bennett Co., 1970.

Phillips, Velma. Home Economics Careers for You. New York: Harper and Brothers Publishers, 1962.

Sonet, Ann and Ellen Morris. The Seventeen Guide to Decorating for One Room Living. New York: David McKay Co., Inc., 1971.

Spencer, Lila. Exciting Careers for Home Economists. New York: Julian Messner Publisher, 1967.

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Resources for Housing and Home Furnishings

Basic Unit

Bulletins and Pamphlets:

Columbus Coated Fabrics Company, Easy Projects with Columbus Lintex Vinyl Cloth. Advertising Department, 7th and Grant Avenue, Columbus, Ohio 43216.

Favorite Recipes Press. Do It Yourself Home Decorating Ideas. P. O. Box 3396, Montgomery, Alabama 36109.

High School Division of Scholastic Magazines, Inc., Home Furnishings. Better Buymanship Series. New York, N. Y.

Hoover Home Institute. Home Care Helps. North Canton, Ohio.

Mills, Nancy. Home Economists in Action. Scholastic Book Services, New York, N. Y.

Sears, Roebuck and Company. Portable Appliances, Their Selection, Use and Care. Department 703 - Public Relations, Chicago, Illinois 60611.

Seventeen, Room for New Ideas. 320 Park Avenue, New York, N. Y. 10017.

Smith, Roberta. The Co-ed Decorating Book. New York, N. Y. Scholastic Book Services, 1971.

South Carolina Association Future Homemakers of America Handbook. Electrical Projects. Office of District Consultant of Consumer and Homemaking Education.

Filmstrips:

Home Furnishings Council. Post Office Box 262, Flossmar, Illinois. 60422.
Basic Decorating.
Maintenance of Home Furnishings.

Housing and Home Furnishings

Advanced Unit

Grade: 10

Estimated Length Of Unit: 6 Weeks

Concepts:

I. Family housing needs
   A. Physical
   B. Psychological
   C. Social

II. Types of housing
   A. Room
   B. Apartment
      1. Efficiency
      2. Cooperative
      3. Condominium
   C. Duplex or town house
   D. Mobile home
   E. Single dwelling

III. Physical aspects of housing
   A. Home site
      1. Zoning
      2. Drainage
      3. Services availability
      4. Exposures
      5. House to lot relationship
   B. Construction
      1. Planning assistance
      2. Design
      3. Materials
      4. Plumbing, wiring and temperature control
      5. New trends
   C. Floor plan

IV. Costs of housing
   A. Rental
   B. Ownership
   C. Equipment and furnishings
   D. Utilities
   E. Additional

V. Aesthetic and functional factors in housing design
   A. Interior
      1. Furnishings
      2. Background treatment
      3. Lighting
      4. Space utilization
   B. Exterior
      1. Space utilization
      2. Landscaping

VI. Care and maintenance of home and furnishings

CONCEPTS: Family Housing Needs

OVERALL OBJECTIVES: Form generalizations that show the relationship of physical, psychological, and social factors to family housing needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Relate physical, psychological and social needs of families to housing facilities adequacy.	View selected filmstrips. Analyze and discuss the suggested problem situations.	Filmstrips: J. C. Penney Co., Inc. Physical and Psychological Needs Home Fulfills. Socialogical Needs Home Fulfills.
	Read selected reference and analyze the case studies of the Jackson family, the Thomas family, Marion and Tom Young, and the Smith family. Classify the situations as physically, psychologically, or socially related.	Cross, Enjoying Family Living, pp. 366-373.
	Analyze the adequacy of housing for your family. If desired, share your ideas with a classmate or with the class as evidence of your understanding of the physical, psychological and social factors involved.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 348-349.
		Lewis, et al., Housing and Home Management, pp. 1-2.

CONCEPTS: Types of Housing

OVERALL OBJECTIVES: Demonstrate comprehension of the characteristics of various types of housing and the relationship to housing needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List various types of housing.	Use newspapers and surveys to compile a list of different types of housing available in your community. Construct a bulletin board of pictures of the various listed types of housing.	Newspaper advertisements. Real estate agents.
Describe families whose needs likely would be satisfied by various types of housing.	Read McDermott reference. Discuss reasons for different families to choose different types of housing.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 351-354. Lewis, et al., Housing and Home Management, pp. 38-49.
	Given a case study and questionnaire, discuss the idea that the home means different things to different people.	Kit: J. C. Penney Co., Inc., The Home and Environment for Human Growth, Part 3.
	Participate in a survey of the class to determine the kinds of housing experiences in which class members and their families are involved.	Lewis, et al., Housing and Home Management, pp. 19-24, 49-52.
	Investigate in group discussion and list some of the advantages and disadvantages of the following types of housing: 1. Single room 2. Efficiency apartment 3. Cooperative 4. Condominium 5. Mobile home 6. Single dwelling 7. Duplex or townhouse.	Garrett, Consumer Housing, pp. 20-29. Craig, Thresholds to Adult Living, pp. 372-375 Magazine: Scholastic Book Services, Co-ed Magazine, March, 1972, pp. 73-74.

CONCEPTS: Types of Housing

OVERALL OBJECTIVES: Demonstrate comprehension of the characteristics of various types of housing and the relationship to housing needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the manner by which selected types of houses fulfill social, psychological and physical needs.	Develop and listen to committee reports which list social, psychological, and physical needs that might affect satisfaction in living in a/an: 1. Single room 2. Efficiency apartment 3. Cooperative 4. Condominium 5. Mobile home 6. Single dwelling 7. Duplex or townhouse	
Describe advantages and disadvantages of mobile homes for young married couples.	View a slide and cassette presentation on mobile home living and respond to a developed facts checklist. Visit a mobile homes sales lot. Discuss the choices available in different sizes, models, floor plans, interior designs and price ranges. Also, discuss the care and maintenance of the materials. Write a report of your observations.	Kit: Mobile Homes Manufacturers Association, Mobile Housing. Pamphlet: Clemson University Extension Service, Mobile Home Living Series, Leaflet, 400.

CONCEPTS: Physical Aspects of Housing

OVERALL OBJECTIVES: Demonstrate comprehension of the physical aspects of housing valuable in selecting a dwelling.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe criteria for selecting housing sites.	Read in Craig and McDermott. Develop criteria to consider when choosing a home site.	Craig and Rush, Homes with Character, pp. 11, 34-37. McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp 356-357.
	Investigate the local zoning laws and the effect on the home occupant. What are the rules in general? How have they affected evenness and unevenness of growth? How have they affected property values? Have they come too late to prevent the downgrading of some neighborhoods? Report to class.	Office of city planner, mayor, city council, real estate agent, county agent.
List factors to consider in evaluating house construction.	Read in McDermott. List factors to consider in evaluating house construction.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, p. 366. Morton, et al., The Home, Its Furnishings and Equipment, pp. 76-96.
Identify sources of help in planning a house.	Discuss with a visiting contractor or architect the procedure involved in planning or evaluating a home and his responsibilities in advising the home planner. Summarize main points to consider in planning a home by listing on overhead projector. Analyze the advantages and disadvantages of planning and building a house without the services of an architect and/or contractor.	Architect, contractor.

CONCEPTS: Physical Aspects of Housing

OVERALL OBJECTIVES: Demonstrate comprehension of the physical aspects of housing valuable in selecting a dwelling.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
State advantages and disadvantages of various materials used in housing construction.	Investigate through catalogues and/or builder's supply companies the variety of materials available for different areas of the home. Discuss these in class to gain an awareness of the many areas in which decisions are to be made in selection of materials utilized in homes.	Sears catalogue, building material catalogues, pamphlets, paintchip brochures.
	Read text selections. Evaluate the heating, cooling, water, and lighting systems in your home in terms of cost of installation, ease of operation, and efficiency in supplying your family's needs.	Craig and Rush, Homes with Character, pp. 60-69. Lewis, et al., Housing and Home Management, pp. 392-401. Morton, et al., The Home, Its Furnishings and Equipment, pp. 12-19.
Describe trends in housing construction.	Collect pictures of new trends in construction and building materials. Share and discuss these with the class.	Scholastic Magazines, Inc., Forecast, March 1972, pp. 24-27, 45-46. Scholastic Book Services, What's New in Home Economics, April 1972, pp. 9-11. Clemson University Extension Service, Selecting a Home to Buy or Rent, Leaflet 207.

CONCEPTS: Physical Aspects of Housing

OVERALL OBJECTIVES: Demonstrate comprehension of the physical aspects of housing valuable in selecting a dwelling.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Evaluate floor plans as to convenience, use of space, and the relationship of one room to another.	As you read in McDermott, compile a checklist of points to consider in evaluating floor plans. Compare your list with those of other class members and formulate a working list to use in judging future floor plans.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 366-373. Lewis, et al., Housing and Home Management, pp. 43-44. Pamphlet: Clemson University Extension Service, Selecting a Low-Cost House Plan. Leaflet 203.
	View transparencies of floor plans. Use grease pencils to identify each zone: 1. Rest 2. Storage 3. Work 4. Recreation 5. Entertaining Discuss how well these areas are grouped and how they relate to each other. Evaluate the floor plans in reference to: 1. Reception of visitors and entertaining 2. Family recreation and hobbies 3. Study and meditation 4. Rest and sleep 5. Food preparation and service, washing dishes, laundering, and storage of household cleaning supplies 6. Guests	Transparencies of floor plans.

CONCEPTS: Physical Aspects of Housing

OVERALL OBJECTIVES: Demonstrate comprehension of the physical aspects of housing valuable in selecting a dwelling.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	7. Family meals 8. Bathing and dressing 9. Storage for possessions of family members 10. Changes in size of family and stage in family life cycle	
	With colored pencils or crayons, draw traffic lanes on floor plans from newspapers and magazines. Evaluate whether the traffic pattern provides for both circulation and privacy by: 1. Going between zones and not through them. 2. Having doors close together and near corners to save steps and allow for furniture arrangement. 3. Providing entrances that distribute traffic to all areas. 4. Locating bathroom doors to provide privacy.	Floor plans from newspapers and magazines.

CONCEPTS: Costs of Housing

OVERALL OBJECTIVES: Demonstrate the ability to make informed decisions in spending housing dollars.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Write a comparison of the costs of home ownership and home rental.	Read in McDermott reference. Discuss the costs involved in renting and in home ownership. What similar expenses exist? What different expenses occur?	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 357-366. Garrett, Consumer Housing pp. 31-45. Pamphlet: U. S. Dept. of Agriculture, Selecting and Financing a Home, Bulletin No. 182.
State advantages and disadvantages of home ownership and home rental for persons in various stages of life.	Study pictures of various kinds of homes in the exhibit. Contrast the advantages and disadvantages of renting versus buying these homes, if you were: 1. A single career person. 2. Two single career persons wanting to share expenses. 3. A young, recently married couple. 4. A young married couple with a new baby. 5. A young married couple with a three-year-old child.	Exhibit.
Describe factors that affect cost of appliances.	Read in McDermott and in Sears booklet. Discuss the importance of considering construction, durability, and special features in relation to cost.	McDermott et al., Homemaking for Teenagers, 3rd ed., II, pp. 416-422. Pamphlet: Sears, How to Select Major Home Appliances.

CONCEPTS: Cost of Housing

OVERALL OBJECTIVES: Demonstrate the ability to make informed decisions in spending housing dollars.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View selected filmstrip and visit a furniture and appliance store to find answers to the following questions: 1. Which choices of furniture and appliances give most for your money? 2. What features insure comfort in furniture choices? 3. What kind of care is required? 4. What information is provided on labels? 5. What guarantees and/or warranties are available? 6. Are service contracts available? What do they cost? What are their advantages and disadvantages?	Filmstrip: Home Furnishings Council, Shopping for Furniture.
Categorize costs in home operation and maintenance.	Check with your family and make a list of the utilities and additional costs that are paid yearly for operation and maintenance of your home. Compare these with the class and discuss the importance of each. Construct a bulletin board of "hidden costs" in housing. The following categories of costs may be used: 1. Water 2. Sewage disposal 3. Electricity 4. Taxes 5. Insurance 6. Yard maintenance 7. Renovation Other costs may be added to this list.	Bulletins from U. S. Dept. of Agriculture on family housing budget. Lewis, et al., Housing and Home Management, pp. 122-125.

CONCEPTS: Aesthetic and Functional Factors in Housing Design

OVERALL OBJECTIVES: Show understanding of design principles in creating functional and aesthetically satisfying homes.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Analyze rooms and identify design principles.	While reading McDermott, write the purpose each element and principle of design serves in planning the interior of the home.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 381-410. Lewis, et al., Housing and Home Management, pp. 176-202.
	Make a collection of pictures in which each emphasizes a design principle. Discuss these with the group. Make selections from pictures and prepare a bulletin board.	
	Study basic color concepts and combinations.	Transparencies: Sears Kit, Color in Home Furnishings.
	Develop an original color scheme by using fabric swatches, carpet samples, wallpaper samples, and paint color chips. Display the materials in proper proportion to the area in which they will be used.	Secure samples from: Interior decorators Department stores Decorator supply stores Floor covering supply stores Paint stores
	Plan the furnishings for a one-room apartment. Decide upon a color scheme, using pictures of furniture and actual samples of carpet, fabric, etc. Use a floor plan to show the arrangement of the furnishings.	Floor plans.
Describe criteria for selecting furniture.	While reading McDermott, list criteria for selecting furniture, in terms of usefulness, appearance, and quality.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 411-422.

CONCEPTS: Aesthetic and Functional Factors in Housing Design

OVERALL OBJECTIVES: Show understanding of design principles in creating functional and aesthetically satisfying homes.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Find pictures of chars in newspapers and magazines. Evaluate the design of each by the criteria list you have compiled.	Newspapers and magazines.
	Read McDermott for information on treatment of background areas.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II., pp. 424-436.
Describe factors to consider in selecting floor coverings, wall coverings, and window treatment.	Form committees to prepare exhibits of samples, pictures, and actual examples of floor coverings, wall coverings, and window treatment. Labels and posters could be used to call attention to features, advantages and/or limitations of each item shown.	
State criteria for evaluating adequacy of lighting in the home.	Browse through books and other materials for information about lighting requirements in the home.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II., pp. 436-439. Lewis, et al., Housing and Home Management, pp. 198-202. Pamphlet: Scholastic Magazines, Inc., Home Furnishings, pp. 12-14. Sonet and Morris, The Seventeen Guide to Decorating for One Room Living, pp. 77-99.
	Discuss home lighting with utility company representative.	Resource person from utility company.

CONCEPTS: Aesthetic and Functional Factors in Housing Design

OVERALL OBJECTIVES: Show understanding of design principles in creating functional and aesthetically satisfying homes.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Form a checklist which could be used in your present or future home to judge whether or not the lighting is adequate.	
	Analyze the lighting in your bedroom or the room in which you study in terms of good lighting standards. Consider improvements to be made.	Pamphlets from utility company.
	From magazines, collect pictures of rooms. After reading in McDermott, evaluate the furniture arrangement for activity groupings, traffic lanes, and centers of interest.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II., pp. 440-447.
Describe landscaping value.	View selected filmstrip to compare poorly planned and well planned landscapes.	Filmstrip: Nasco, Landscaping Homestead.
		McDermott, et al., Homemaking for Teenagers, 3rd ed., II., pp. 379-380.
		Better Homes and Gardens, Landscape Planning.
	Discuss how landscaping can contribute to: 1. Increased value of property 2. Additional privacy 3. Increased living space for family activities	

CONCEPTS: Care and Maintenance of Home and Furnishings

OVERALL OBJECTIVES: Evidence ability to apply management principles in the care and maintenance of the home environment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Present guidelines for routine care of furniture woods, upholstered furniture, and carpet.	View filmstrips and read in McDermott on care of furniture, carpeting, and upholstery. List guides for care of these furnishings. View student demonstrations on caring for selected surfaces. Summarize observations in writing.	Filmstrip: Bissell, Guide to Complete Carpet Care. Guide to Complete Upholstery Care. McDermott, et al., Homemaking for Teenagers, 3rd ed., II., pp. 422-423, 428. Ludwig, The Bissell Guide to Housekeeping for Young Homemakers.
Describe an acceptable process for cleaning upholstery and carpeting.	Practice methods suggested in filmstrips in cleaning the carpet in the home economics department and the upholstery in the family living area. Develop a schedule of duties for maintaining cleanliness, order, and beauty in the home economics department, or in your own home, assuming you were responsible for making the decisions.	

Resources for Housing And Home Furnishings

Advanced Unit

Books:

Better Homes and Gardens. Landscape Planning. Des Moines: Meredith Publishing Company, 1963.

Craig, Hazel and Ola Rush. Homes With Character. Boston: D. C. Heath and Company, 1966.

Craig, Hazel. Thresholds to Adult Living. 2nd ed., Peoria: Charles A. Bennett Company, Inc., 1969.

Cross, Aleene. Enjoying Family Living. Philadelphia: J. B. Lippincott Company, 1967.

Garrett, Pauline. Consumer Housing. Peoria: Charles A. Bennett Company, Inc. 1972.

Lewis, Dora, Jean Burns and Esther Segner. Housing and Home Management. New York: The Macmillan Company, 1969.

McDermott, Irene, Jeanne Norris and Florence Nicholas. Homemaking for Teenagers. Book II, 3rd ed., Peoria: Charles A. Bennett Company, Inc., 1972.

Morton, Ruth, Hilda Geuther and Virginia Guthrie. The Home, Its Furnishings and Equipment. New York: McGraw-Hill Book Company, 1970.

Smith, Roberta. The Co-Ed Decorating Book. New York: Scholastic Book Services.

Sonet, Ann and Ellen Morris. The Seventeen Guide to Decorating for One Room Living. New York: David McKay Company, Inc., 1971.

Bulletins, Pamphlets, Resource Kits:

Clemson University Extension Service, Clemson University, Clemson, South Carolina 29631.

Mobile Home Living Series, Leaflet 400.

Selecting a Home to Buy or Rent, Leaflet 207.

Selecting a Low-Cost House Plan, Leaflet 203.

J. C. Penney Company, Inc., The Home: An Environment for Human Growth. Consumer Department, 1301 Avenue of the Americas, New York, N. Y. 10019.

Ludwig, Amber C. The Bissell Guide to Housekeeping for Young Homemakers. New York: Bantam Books, 1967.

Mobile Homes Manufacturers Association. Mobile Housing. 6650 North Northwest Highway, Chicago, Illinois 60631.

Scholastic Book Service, Dun-Donnelley Publishing Corporation, New York, N. Y.

What's New in Home Economics. April 1972.

Co-Ed Magazine. March 1972.

Forecast for Home Economics. March 1972.

Home Furnishings. 1969.

U. S. Department of Agriculture. Selecting and Financing a Home. Bulletin No. 182. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Films and Filmstrips:

Bissel Home Service Institute. Grand Rapids, Michigan 59501.

Guide to Complete Upholstery Care.

Guide to Complete Carpet Care.

Home Furnishings Council. Shopping for Furniture. P. O. Box 262, Flossmoor, Ill. 60422.

J. C. Penny Company, Inc., Educational and Consumer Relations, 1301 Avenue of the Americas, New York, N. Y. 10019.

Physical and Psychological Needs Home Fulfills.

Sociological Needs Home Fulfills.

Nasco. Landscaping the Homestead. Fort Atkinson, Wisconsin 53538.

Sears, Roebuck and Company. Color in Home Furnishings. Consumer Information Services, Dept. 703, Public Relations, 303 East Ohio Street, Chicago, Illinois 60611.

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Housing and Home Furnishings

Semester Course

Grades: 10, 11 and 12

Length of Course: 18 Weeks

Concepts:

I. Integration of housing selection factors
   - A. Values, standards, and goals of family
   - B. Family life cycle
   - C. Money available
   - D. Local housing market
   - E. Occupations and interests of family
   - F. Community services
   - G. Physical aspects of lot

II. Financial and legal aspects
   - A. Renting
   - B. Buying
   - C. Building
   - D. Remodeling

III. House plan evaluation
   - A. Blueprint reading
   - B. Space utilization
     1. Traffic patterns
     2. Placement of furnishings
     3. Work simplification
     4. Storage

IV. Home furnishings
   - A. Window, floor and wall treatments
   - B. Lighting sources
   - C. Furniture
   - D. Accessories
   - E. Major appliances
   - F. Small equipment
   - G. Tableware
   - H. Household linens

V. Physical care
   - A. Work simplification
   - B. Task schedules
   - C. Housekeeping skills

VI. Career opportunities in housing and home furnishings

CONCEPTS: Integration of Housing Selection Factors

OVERALL OBJECTIVES: Demonstrate comprehension of factors affecting family housing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the factors that affect choices in acquiring a new home.	Read Lewis and Craig. Evaluate your values, goals and standards in relation to housing and home furnishings.	Lewis, et al., Housing and Home Management, pp. 73-79. Craig and Rush, Homes with Character, pp. 3-17.
	Discuss values in housing. Make a list. Decide on the three values you would rate first to the enjoyment of your home. Decide which value you would rate last. Discuss the factors that influence values, goals, and standards. Discuss your answer to the question: "In what kind of home would I be happiest?"	
	Read in Lewis concerning the changing needs of family members to housing requirements. Discuss with the class the stages of the family life cycle represented in their families. Write your interpretation of the statement: "The home is the source of a nation's strength." Share your interpretation with the class.	Lewis, et al., Housing and Home Management, pp. 6-13. Transparency: Clemson Vocational Education Media Center, Family Life Cycle.
Compute the amount of income that could be allocated to housing.	After reviewing resources, discuss how money is acquired for housing. List on overhead projector and discuss. What kinds of income can be included as total family income?	Lewis, et al., Housing and Home Management, pp. 106-110.

CONCEPTS: Integration of Housing Selection Factors

OVERALL OBJECTIVES: Demonstrate comprehension of factors affecting family housing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss how much of the total family income safely can be spent for housing.	Morton, et al., The Home, Its Furnishings and Equipment, p. 52. Bulletins: Clemson University Extension Service, A Guide to Budgeting for the Young Couple, A Guide to Budgeting for the Family.
	After reading in Lewis, draw a circle graph of the expenses that are included in housing cost. Discuss the importance of each of these expenses to the family's needs.	Lewis, et al., Housing and Home Management, pp. 110, 122-134.
	Review the suggested pamphlet on the amount of the family budget that can be allotted for housing needs.	Pamphlet: Household Finance Corp., Your Housing Dollar.
	Given a description of a family and examples of incomes, compute the amount of income that can be allocated to housing.	
	Construct a bulletin board around the idea: "Keep track of your housing money." In footprint cutouts, list items that are included in housing expenses.	
	Discuss the downward trend of family housing being built in the United States.	Lewis, et al., Housing and Home Management, pp. 40-41.
	Discuss the local housing market with a realtor, contractor or city planner.	Realtor, contractor, city planner

CONCEPTS: Integration of Housing Selection Factors

OVERALL OBJECTIVES: Demonstrate comprehension of factors affecting family housing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify factors in considering home site selection.	Write how your family's interests and occupations have affected your housing choice. Compare these with those of other class members.	Craig and Rush, Homes with Character, pp. 15-16.
	Talk with you parents and adult friends about the services offered in your community. Use the checklist for "Community Offerings" in Lewis as a guide for your investigation. Evaluate each item in your own community.	Lewis, et al., Housing and Home Management, pp. 28-29. Morton, et al., The Home, Its Furnishings and Equipment, pp. 33-38.
	Write a paragraph on how community services will influence your decision in selecting a housing location. Point out the services that you would consider most important in your decision.	Sherwood, Homes Today and Tomorrow, pp. 167-178.
	Ask family friends, who own a home to tell you the location considerations they used in selecting their house. Determine the number of houses they considered before they decided on their purchase. Why did they reject the others?	Sherwood, Homes Today and Tomorrow, pp. 147-152. Craig and Rush, Homes with Character, pp. 34-37.
	Collect real estate ads from the classified section of newspapers. With a red pencil, underline the features of the home site that were used as a selling point. Compile a list of these features and evaluate which seem to be most frequently emphasized.	Real estate ads from newspapers. Bulletin: Iowa State University Cooperative Extension Service, Family Housing Handbook, pp. 71-72.
	Mount pictures of two different styles of home architecture, and describe the kind of site, and size and shape of the lot you would choose for each house.	Pamphlet: Waugh, House Design, pp. 36-42.

CONCEPTS: Financial and Legal Aspects

OVERALL OBJECTIVES: Demonstrate comprehension of financial and legal aspects related to living accommodations.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe financial and legal factors to be considered in acquiring housing.	Examine legal documents, such as mortgages, deeds, abstracts and titles. Talk with a resource person about these and other legal aspects.	Reproductions and/or samples of documents. Resource people: 1. Real estate company 2. Insurance agency 3. Household finance company 4. Bank 5. Building and loan company 6. Law firm
	Read references for points to consider in renting and buying.	Lewis, et al., Housing and Home Management, pp. 40, 55-67, 159-171. Magazines.
	Discuss in a group one of these topics: renting, building, buying and remodeling. Share your information with the class.	Bulletin: U.S. Department of Agriculture, Selecting and Financing a Home, No. 182. Pamphlet: Clemson University Extension Service, Home Loans for Families with Modest Incomes, No. 4. Morton, et al., The Home, Its Furnishings and Equipment, pp. 52-71.

CONCEPTS: Financial and Legal Aspects

OVERALL OBJECTIVES: Demonstrate comprehension of financial and legal aspects related to living accommodations.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Garrett, Consumer Housing pp. 31-92. Craig and Rush, Homes with Character, pp. 27-31. Lewis, et al., Housing and Home Management, pp. 429-439.
	Study the following terms to gain an understanding of financial and legal terms and their definitions: collateral, deed, mortgage, zoning ordinance, certificate of title, credit application, dealer contract guarantee, purchase order, down payment, amortize, appraisal, and building code. Write the definitions.	Lewis, et al., Housing and Home Management, pp. 426-428. Pamphlet: Mobile Homes Manufacturers Association, Financing and Insuring a Mobile Home. Pynnonen, Student Study Manual in Housing and Home Furnishings, pp. 13-22.
	Discuss with a real estate agent the assistance agencies provide to families in locating houses to buy or rent, and in locating lots and contractors for those who wish to build.	Real estate agent.
Describe sources of financial aid for buying a home.	Research the types of financial aid available for housing in your community.	Real estate companies, banks, home loan companies, Veterans' Administration, Federal Housing Administration.

CONCEPTS: House Plan Evaluation

OVERALL OBJECTIVES: Demonstrate ability to evaluate in a house plan features which promote comfort, convenience, and efficiency.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify symbols for major details of a house blueprint.	Analyze blueprints to learn symbols used and details included, such as heating, electrical, and plumbing specifications.	Sherwood, Homes Today and Tomorrow, pp. 119-120. Lewis, et al., Housing and Home Management, pp. 43-44. Craig and Rush, Homes with Character, p. 58.
	Prepare a layout (floor plan) of the home economics department, including symbols of details that are visible from the interior of the room.	
List general guidelines for arrangement of home furnishings.	Rearrange some of the furniture in the home economics room so that it is incorrectly and inconveniently arranged. Use the rearrangement for discussing the need of certain guides in furniture arrangement.	
	Read information on furniture arrangement and view selected filmstrip. As a class, set up guidelines for arranging furniture.	Lewis, et al., Housing and Home Management, pp. 45, 218-219. Craig and Rush, Homes with Character, pp. 77-87, 186-198. Pamphlet: Homemaking Research Laboratories, Homemaking Study Unit Set 3, pp. 127-132. Filmstrip: Better Home and Gardens, Furniture Arrangement Ideas: Your Key to Good Decorating.

CONCEPTS: House Plan Evaluation

OVERALL OBJECTIVES: Demonstrate ability to evaluate in a house plan features which promote comfort, convenience, and efficiency.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View transparencies and furniture cutouts which demonstrate functional arrangements for various activities, such as: conversation, listening to music, entertaining and watching television.	Transparency: J. C. Penney, Co., The Home, an Environment for Human Growth. Craig and Rush, Homes with Character, pp. 77-93. Lewis, et al., Housing and Home Management, pp. 5, 45, 102, 228-229, 308-325, 335.
	Collect a variety of kitchen and laundry plans. Explain why you like each plan and what type of work center it represents.	Sherwood, Homes Today and Tomorrow, pp. 319-324, 333-389. Morton, et al., The Home, Its Furnishings and Equipment, pp. 259-274.
Form generalizations regarding storage and work simplification to orderliness and efficiency in home living.	From viewing and discussing the filmstrip, write generalizations that you would use in planning a kitchen. Give consideration to safety, space utilization, storage, efficiency and work simplification.	Filmstrip: Sears, Roebuck and Co., Your Space Age Kitchen. Morton, et al., The Home, Its Furnishings and Equipment, pp. 98-113.
	Collect pictures of kitchens and kitchen--dining areas. Evaluate these by using the generalizations formulated in the preceding experience.	Lewis, et al., Housing and Home Management, p. 5.

CONCEPTS: House Plan Evaluation

OVERALL OBJECTIVES: Demonstrate ability to evaluate in a house plan features which promote comfort, convenience, and efficienty.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Analyze each area of your home in terms of items that need to be stored and adequacy of storage space. Refer to the chart in Lewis reference. Recommend provisions to increase the use of the space available. Explore resource materials to aid you in making these recommendations.	Filmstrips: Rubbermaid, New Room in Your Kitchen. How to Save 30 Minutes a Day. Pamphlets: Clemson University Extension Service, Do-It-Yourself Storage: A Place for Your Kitchen Supplies. A Place for Your Clothes. Home Improvement Ideas. Magazines on storage.
	Draw a closet in your home. After reading and discussing storage, draw the closet with recommendations for storage areas. Or, improvise a closet or storage chest, if one is needed in your room.	
	Make a storage accessory for your closet. Consider items as shoe pockets, padded coat hangers, handbag pockets, storage boxes, etc.	Favorite Recipes Press. Do It Yourself Home Decorating Ideas. Kit: Broyhill Furniture Factories, Living House Kit.

CONCEPTS: Home Furnishings

OVERALL OBJECTIVES: Show ability to apply criteria of function, attractiveness, design, quality, durability, and economic feasibility in choosing home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Apply criteria in selecting wall coverings, floor coverings, and window treatments.	After reading in Lewis and viewing selected filmstrip, discuss how the elements and principles of design are related to planning background areas in home decorating. Form committees or small groups to collect information and material on floor coverings, wall coverings and window treatments. Prepare an exhibit or display which reveals characteristic features, advantages and disadvantages.	Lewis, et al., Housing and Home Management, pp. 176-185. Filmstrip: Sears, Decorating Made Easy, Frames 29-49. Pamphlet: The Sperry and Hutchinson Company: Color, Texture, Design in Space. Craig and Rush, Homes with Character, pp. 130-158. Lewis, et al., Housing and Home Management, pp. 185-198, 328-329. Pamphlet: Sears, How to Select Paint and Wallcoverings for Your Home. Pamphlet: Garber, Marie, Window Decorating Guide. Pamphlet: Sears, How to Select Floor Coverings.

CONCEPTS: Home Furnishings

OVERALL OBJECTIVES: Show ability to apply criteria of function, attractiveness, design, quality, durability, and economic feasibility in choosing home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Prepare and present to the class a TV or radio commercial for a particular material to be used in background areas. Include the points that would be informative as well as appealing to the consumer. Examples that may be used are "Sears Commercial Carpet," "Wall-Tex Wallcoverings," "Devoe Paints," etc.	Kornfeld, Albert, The Doubleday Book of Interior Decorating. Sonet and Morris, The Seventeen Guide to Decorating for One-Room Living. Morton, et al., The Home, Its Furnishings and Equipment, pp. 179-201. Sherwood, Homes Today and Tomorrow, pp. 87-95. Slides: Kirsch Company, Beauty at your Windows. Filmstrip Kit: Sears, How to Select Window Treatments. Pamphlet: Kirsch, How to Make Your Windows Beautiful.
	Examine samples of floor, wall, and window materials to become familiar with the variety of materials available to the home decorator.	Samples of materials for floor, wall, and window treatments. Mutual Wallpaper and Paint Company, Tomorrow's Styles Today.

CONCEPTS: Home Furnishings

OVERALL OBJECTIVES: Show ability to apply criteria of function, attractiveness, design, quality, durability, and economic feasibility in choosing home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	As a class project, divide into small groups to construct a type of window treatment. Browse through decorator books, magazines and catalogues for ideas.	Resources: Decorator books Decorator magazines Catalogues Pamphlets: Conso, For Decorator Perfect Pinch Pleated Draperies.
	As a class project construct a type of window treatment for a room in your home. Display and discuss completed project.	Singer Company, How to Make Curtains. How to Make Valances. How to Make Draperies. Easi-Bild Pattern Co., How to Make Valances, Cornice Boards, Draperies and Install Traverse Track. Clemson University Extension Service, Make Professional-Looking Draperies.
Apply standards for good lighting to your room.	After reading in Lewis, compare the lighting in your bedroom to standards for lighting. Consider improvements that can be made. Compare the lighting in living room, kitchen and bathroom to standards for lighting.	Lewis, et al., Housing and Home Furnishings, pp. 198-202. Craig and Rush, Homes with Character, pp. 215-219. Pamphlets from power companies.

CONCEPTS: Home Furnishings

OVERALL OBJECTIVES: Show ability to apply criteria of function, attractiveness, design, quality, durability, and economic feasibility in choosing home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Note the points emphasized by a lighting specialist on adequate home lighting.	Resource person from power company.
List criteria to use in making furniture selections.	If you were establishing a home now, what would your first furniture investments be? Explain the reason for your choices.	
	After making your decisions, read resources. Note the characteristics of each of the furniture styles and identify your furniture selections as you read.	Lewis, et al., Housing and Home Management, pp. 205-212. Craig and Rush, Homes with Character, pp. 161-185.
	Study a variety of resource materials to identify different furniture styles.	Morton, et al., The Home, Its Furnishings and Equipment, pp. 242-257. Stepat-DeVon, Introduction to Home Furnishings, pp. 80-157. Seng Company, Furniture Facts. Pamphlet: Kroehler, Let's Talk about Furniture Styling. Filmstrips: Sears, Decorating Made Easy, Frames 1-20. Kroehler, Let's Talk about Furniture Styling. Transparencies, 3M, Period Furniture Designs.

CONCEPTS: Home Furnishings

OVERALL OBJECTIVES: Show ability to apply criteria of function, attractiveness, design, quality, durability, and economic feasibility in choosing home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Collect pictures of different styles of furniture. Mount the best selections on a bulletin board entitled "Don't Let Furniture Puzzle You."	Magazine pictures.
	View and discuss the filmstrip, "All About Furniture Construction." Compile a list of principles to use in evaluating furniture construction.	Filmstrip: Southern Furniture Manufacturers Association, All About Furniture Construction. (Kit).
	Read references. Discuss the variety of woods and finishes used in furniture construction.	Lewis, et al., Housing and Home Management, pp. 212-216. Craig and Rush, Homes with Character, pp. 256-263.
	Using fabrics in kit, All about Furniture, and other fabric samples, examine and discuss materials suitable for upholstering.	Kit: Southern Furniture Manufacturers Association, All about Furniture. Upholstery fabric samples.
	Relate upholstery fabric samples to styles and use of furniture.	
	Visit a furniture store to compare price in relation to design and construction of furniture. Observe the variety of woods, finishes, and fabrics that are used.	Field trip to a furniture store.

CONCEPTS: Home Furnishings

OVERALL OBJECTIVES: Show ability to apply criteria of function, attractiveness, design, quality, durability, and economic feasibility in choosing home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Solve case problem: Assume you are furnishing a three room apartment on a budget of $750. Major appliances (range and refrigerator) are furnished. Use a catalogue to aid you in your selection, keeping in mind the criteria of function, attractiveness, design, quality, durability, and economic feasibility.	
	Observe a demonstration of procedures involved in refinishing furniture. Summarize procedures in writing.	Craig and Rush, Homes with Character, pp. 312-329. Lewis, et al., Housing and Home Management, p. 368.
	Plan a home experience to refinish or restore a small piece of furniture. Share with the class pictures of "before" and "after".	
State principles involved in the selection and use of accessories for the home.	Read from several sources to determine guidelines for use of home accessories. Discuss the principles involved in the selection and use of accessories for the home.	Lewis, et al., Housing and Home Management, pp. 220-223. Morton, et al., The Home, Its Furnishings and Equipment, pp. 302-325. Pamphlet: Waugh, Interior Design, pp. 33-37.
	Based on the principles discussed, bring to class pictures of ash trays, pillows, bookends, and vases which you think are functionally and aesthetically well designed, and indicate the type of room in which each could be used appropriately. Analyze each in relation to design principles.	

CONCEPTS: Home Furnishings

OVERALL OBJECTIVES: Show ability to apply criteria of function, attractiveness, design, quality, durability, and economic feasibility in choosing home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	From a display of do-it-yourself accessories, choose and make one for your home. Use resources provided to help you make your choice. Suggestions: 1. Decorator pillows 2. Pictures 3. Lamps and shades 4. Desk accessories 5. Wall hangings 6. Decoupaged articles 7. Bookends	Favorite Recipes Press, Do-It-Yourself Home Decorating Ideas. Pamphlet: Conso Priducts, Inc. 1001 Decorating Ideas. Magazines.
Evaluate the use and function of selected home appliances.	After reading in Lewis and Morton, examine at least five models of either gas or electric ranges. Determine the selling price of each model and enumerate the features which are added as the model becomes more expensive. Explain which model you would buy for your first home and why. What factors influenced your choice of model?	Lewis, et al., Housing and Home Management, pp. 332-334. Morton, et al., The Home, Its Furnishings and Equipment, pp. 348-450. Resources: Use and Care manuals of major appliances. Pamphlet: Iowa State University Press, Choosing and Using Home Equipment.
	Using magazine advertisements, TV commercials, or visits to appliance stores, make a list of special features found on current top-of-the line models of refrigerator-freezers. Evaluate these features and their costs in terms of their usefulness, and the family situation for which they would be most appropriate.	

CONCEPTS: Home Furnishings

OVERALL OBJECTIVES: Show ability to apply criteria of function, attractiveness, design, quality, durability, and economic feasibility in choosing home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES

Observe a demonstration on use of the major appliances found in the home economics department. Summarize observations for each appliance in writing.

List the following equipment in the column indicating persons in different family stages who might own it.

1. Blender
2. Built-in oven
3. Dishwasher
4. Dryer
5. Electric mixer
6. Electronic oven
7. Iron
8. Outdoor grill
9. Range
10. Refrigerator
11. Toaster
12. Washer

Young Girls in Apartment	Young Married Couple	Couple with Children	Couple with Married Children

Use and care manuals for appliances.

Pamphlet: Sears, Portable Appliances, Their Selection, Use, and Care.

Morton, et al., The Home, Its Furnishings and Equipment, pp. 362-381, 416-451.

CONCEPTS: Home Furnishings

OVERALL OBJECTIVES: Show ability to apply criteria of function, attractiveness, design, quality, durability, and economic feasibility in choosing home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Choose a small appliance and demonstrate its use. Suggest guidelines to follow in selection of the appliance.	Small appliances for department or home. Appliance use and care manuals.
Coordinate table appointments.	View selected filmstrip and study information booklets, articles, advertisements, and educational materials on tableware. After acquiring information from these sources, discuss the combining of flatware, china, and glassware to produce a harmonious table setting. Select a partner and plan a menu and table arrangement for the following: 1. Family breakfast 2. Holiday dinner 3. Party after a ball game 4. Wedding reception 5. Pre-schooler's birthday party 6. Backyard barbecue Set table appointments for three of the meals.	Filmstrip: Sears, Fashions in Dining. Magazine articles, advertisements, pamphlets, etc. on tableware.
List criteria for selecting household linens.	Discuss the processes involved in buying household linens. These may include: 1. Reading labels for tensil strength 2. Understanding brands 3. Selecting type of fabric in relation to use 4. Understanding that the thread count affects durability. 5. Knowing that the amount of sizing affects shrinkage	Morton, et al., The Home, Its Furnishings and Equipment, pp. 339-346. Lewis, et al., Housing and Home Management, pp. 238-239, 274, 294, 295.

CONCEPTS: Home Furnishings

OVERALL OBJECTIVES: Show ability to apply criteria of function, attractiveness, design, quality, durability, and economic feasibility in choosing home furnishings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	6. Knowing meaning of color-fast guarantee for colored sheets. 7. Selecting finishes for stain resistence and minimum care.	
	Obtain labels from household linen products to analyze the type of information that is available to the consumer. Compare price range, fiber content, finish, and care suggestions of these.	Craig and Rush, Homes with Character, pp. 273-278. Stepat-DeVon, Introduction to Home Furnishings, pp. 273-278.
	Compare weaves, thread count, nap, and selvage of different weights of towels and bed linens.	Variety of towel samples. Muslin, percale, and synthetic blend samples of bed linens.
	After taking an inventory of the linens at home, make an item that will be useful for you or your family, or as a gift. Examples: 1. Dish towels 2. Placemats 3. Pillow cases 4. Tablecloth 5. Napkins	Project Resources: 1. Corn Products Company, Best Foods Division, Rit Dye. 2. National Cotton Council of America. 3. Bondex Kit. Pamphlet: Cannon Mills, Homemaking Service, Goodies! Make Them with Cannon Towels and Sheets.

CONCEPTS: Physical Care

OVERALL OBJECTIVES: Apply techniques of work simplification to the management of routine household tasks.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Demonstrate work simplification procedures for household tasks.	After reading resources, discuss the steps involved in work simplification to discover the simplest, easiest, quickest, and most efficient method of performing household tasks. List on a developmental chart processes for work simplification. Select a daily task such as setting the table, making a bed, washing dishes, or ironing a blouse. Analyze your procedure for doing the task. Plan changes for work simplification. Report any saving of time, energy, standards or increase in satisfaction for you and your family. Discuss homemaking tasks and management practices with a panel of homemakers. Have questions prepared of particular task procedures that are of interest to you. Discuss these with the homemakers.	Lewis, et al., Housing and Home Management, pp. 88-103. Oppenheim, Management of the Modern Home, pp. 95-139, 227-248. Pamphlet: Purdue University Cooperative Extension Service, Good Grooming for Furniture Finishes. Pamphlet: Clemson University Extension Service, Consumer Care Guide for Upholstered Furniture.

CONCEPTS: Career Opportunities in Housing and Home Furnishings

OVERALL OBJECTIVES: Show knowledge of a range of career opportunities in housing and home furnishing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe employment opportunities relating to housing and home furnishings.	Read resources and discuss how knowledge and skills gained in home economics classes are helpful in a home situation and also in a wage earning job.	Lewis, et al., Housing and Home Management pp. 404-416. Pamphlet: American Home Economics Association, Careers in Housing, Furnishings, and Equipment.
	Investigate job opportunities and evaluate your potential as a wage earner with your guidance counselor, or someone from an employment agency.	Phillips. Home Economics Careers for You.
	Research jobs of special interest and report the information to the class.	Nelson. Looking Forward to a Career in Home Economics.

Resources for Housing and Home Furnishings

Semester Course

Books:

Craig, Hazel and Ola Rush. Homes with Character. Boston: D. C. Heath and Company, 1966.

Favorite Recipes Press. Do-It-Yourself Home Decorating Ideas. P. O. Box 3396, Montgomery, 1971.

Garrett, Pauline. Consumer Housing, Peoria: Charles A. Bennett Company, Inc., 1972.

Graber, Marie. Window Decorating Guide. New York: The Graber Company, Inc., 1968.

Kornfeld, Albert. Interior Decorating. New York: Doubleday and Company, Inc., 1965.

Lewis, Dora, Jean Burns and Esther Segner. Housing and Home Management. New York: The Macmillan Company, 1969.

Morton, Ruth, Hilda Genther and Virginia Guthrie. The Home, Its Furnishings and Equipment. New York: Webster Division, McGraw-Hill Book Company, 1970.

Nelson, Jo. Looking Forward to a Career in Home Economics. Minneapolis: Dillon Press, 1970.

Oppenheim, Irene. Management for the Modern Home. New York: The Macmillan Company, 1972.

Phillips, Velma. Home Economics Careers for You. New York: Harper and Brothers Publishers, 1962.

Pynnonen, A. Student Study Manual in Housing and Home Furnishings. Sheldon, Wisconsin: Home Economics Publishers, 1968.

The Seng Company. Seng Furniture Facts. Chicago, 1970.

Sherwood, Ruth. Homes Today and Tomorrow. Peoria: Charles A. Bennett Company, Inc., 1972.

Resources for Housing and Home Furnishings

Semester Course

Books:

Sonet, Ann and Ellen Norris. The Seventeen Guide to Decorating for One-Room Living. New York: David McKay Company, Inc., 1971.

Stepat-DeVon, Dorothy. Introduction to Home Furnishings. New York: The Macmillan Company, 1971.

Bulletins and Pamphlets:

American Home Economics Association. Careers in Housing, Furnishings, and Equipment. 2016 Massachusetts Avenue, N. W., Washington, D. C. 20036.

Beveridge, Elizabeth. Choosing and Using Home Equipment. Iowa State University Press, Ames, Iowa 50010.

Cannon Mills, Inc. Goodies! Make Them with Cannon Towels and Sheets, Cannon Mills Homemaking Services, New York, New York.

Clemson University Extension Service. Clemson University, Clemson, South Carolina 29631.
A Guide to Budgeting for the Family, No. 108.
A Guide to Budgeting for the Young Couple, No. 98.
A Place for Your Clothes, No. 200.
A Place for Your Kitchen Supplies, No. 202.
Consumer Care Guide for Upholstered Furniture, No. 202.
Home Improvement Ideas, No. 201.
Home Loans for Families with Modest Incomes, No. 4.
Making Professional-Looking Draperies, No. 226.
Selecting and Financing a Home, No. 182.

Conso Products, Inc., 27 West 23rd Street, New York, New York 10010.
1001 Decorating Ideas.
For Decorator Perfect Pinch Pleated Draperies.

Resources for Housing and Home Furnishings

Semester Course

Bulletins and Pamphlets:

Easi-Bild Pattern Company, Inc. How to Make Valances, Cornice Boards, Draperies, and Install Traverse Track. Briarcliff Manor, New York, New York.

Elling, Betsey and Leah Solarud. Homemaking Study Units, Set 3. Homemaking Research Laboratories, Tony, Wisconsin 54563.

Household Finance Corporation. Your Housing Dollar. Money Management Institute, Prudential Plaza, Chicago, Illinois 60601.

Iowa State University Extension Service. Family Housing Handbook. Extension Agricultural Engineer, Iowa State University, Ames, Iowa 50010.

Kirsch Company. How to Make your Windows Beautiful. Sturgis, Michigan.

Kroehler Manufacturing Company. Let's Talk about Furniture Styling. Consumer Education Division, 666 North Lake Shore Drive, Chicago, Illinois 60611.

Mobile Home Manufacturers Association. Financing and Insuring a Mobile Home. 6650 North N. W. Highway, Chicago, Illinois 60631.

Mutual Wallpaper and Paint Company. Tomorrow's Styles Today. 228 West Market Street, Louisville, Kentucky 40202.

National Cotton Council of America, P. O. Box 12285, Memphis, Tennessee 38112.

Purdue Cooperative Extension Service. Good Grooming for Furniture Finishes. Purdue University Lafayette, Indiana.

Resources for Housing and Home Furnishings

Semester Course

Bulletins and Pamphlets:

Sears, Roebuck and Company. Consumer Information Services--Department 703, Chicago, Illinois 60607.
Floor Coverings, Their Selection and Care
How to Select Floor Coverings
How to Select Paint and Wallcoverings for Your Home
Portable Appliances, Their Selection, Use and Care

Singer Company Education Department, 30 Rockefeller Plaza, New York, New York 10020.
How to Make Curtains
How to Make Draperies
How to Make Valances

The Sperry and Hutchinson Company. Color, Texture, Design in Space. 3003 East Kemper Road, Cincinnati, Ohio 45241.

Waugh, Alice. Minneapolis: Burgess Publishing Company, 1971.
House Design
Interior Design

Filmstrips:

Better Homes and Gardens. Furniture Arrangement Ideas--Your Key to Good Decorating. 1716 Locust Street, Meredith Publishing Company, Des Moines, Iowa.

Kroehler Manufacturing Company. Let's Talk about Furniture Styling. Consumer Education Division, 666 North Lake Shore Drive., Chicago, Illinois 60611.

Rubbermaid, Inc. Wooster, Ohio 44691.
New Room in Your Kitchen
How to Save Thirty Minutes a Day

Resources for Housing and Home Furnishings

Semester Course

Filmstrips:

Sears, Roebuck and Company, Consumer Information Service, Chicago, Illinois 60607.
Fashions in Dining
How to Select Window Treatments
Decorating Made Easy
Your Space Age Kitchen

Slides:

Kirsh Company. Beauty at Your Windows. Sturgis, Michigan 49091.

Transparencies:

Clemson Vocational Education Media Center. Family Life Cycle. Clemson University, Clemson, South Carolina 29631.

The 3M Company. Period Furniture Design. Box 3344, 2501 Hudson Road, St. Paul, Minnesota 55101.

Kits:

Bondex. Bondex Kit. P. O. Box 99, Boston 1, Massachusetts.

Broyhill Furniture Factories. Living House Kit. Premier Division, Lenoir, North Carolina 28645.

J. C. Penney Company. The Home--An Environment for Human Growth. Education and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10019.

Southern Furniture Manufacturers Association. All about Furniture. P. O. Box 951, High Point, North Carolina 27261.